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ABSTRACT

Designed as a guide for effective student service programs, this publication attempts to provide information on policy decisions, underscore the importance of and need for a comprehensive student services program, and serve as a philosophical and administrative model for professional educators in community colleges in Maryland. Introductory material focuses on the development and purposes of the guide, the philosophy and purpose of student services, and the mission statement adopted by the deans of students of the Maryland community colleges. The next section outlines the six major goals and related objectives flowing from the mission statement. Next, the following functions of student services are described and standards of competency for each function are delineated: (1) admissions; (2) alumni activities; (3) athletics; (4) career planning and placement; (5) child care services; (6) the college bookstore; (7) college food services; (8) counseling and advising; (9) developmental education; (10) financial aid; (11) health services; (12) orientation; (13) records and registration; (14) safety and security services; (15) services for special student populations; and (16) student activities. Finally, a statement of standards of professional practice adopted by the Board of Directors of the National Association of Student Personnel Administrators and a directory of Maryland Community Colleges are presented. (LAL)

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A GUIDE FOR

EFFECTIVE STUDENT SERVICES

in Maryland Community Colleges

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EFFECTIVE STUDENT SERVICES

in Maryland Community Colleges

Donald J. Slowinski
Dean of Students
Essex Community College
Editor

Adopted by the Deans of Students
of the Maryland Community Colleges

1984

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Foreword

On April 19, 1969, the student personnel division of the Maryland Association of Junior Colleges adopted the recommendations of Task Force One and published a document entitled, *The Role of Student Personnel Programs in Maryland Community Colleges.* The chairman of the task force was John E. Ravekes, dean of students at Essex Community College.

Since 1969, the Task Force One document has served as the model for student personnel programs in Maryland.

Much has changed since 1969 and a recitation of changes will not be necessary for those who encounter this document. Most readers will have been the change agents who have guided the growth and change the community college movement has experienced.

During the boom years of enrollment, we all struggled to meet the needs of growing numbers of students. But as the colleges grew, they also changed and new concerns emerged. To this end, the deans of students of the Maryland community colleges have studied their responsibilities within community colleges and refined the mission of student services to meet the challenges of tomorrow.

It is quite appropriate, therefore, that a "new" handbook appear to describe our current posture. It is also interesting to report that John E. Ravekes is now president of Essex Community College and the chairman of task force "two" is Donald J. Slowinski, dean of students at Essex Community College, a coincidence I cannot ignore mentioning.

I want to thank all of my colleague deans for their vital contributions to this publication. In particular, I want to acknowledge and thank Robert C. Keys, dean of students at Catonsville Community College, for his assistance and Anthony Pappas, dean of students at Anne Arundel Community College, for his contributions. In addition, I want to recognize Michael Meade, former dean of students at Montgomery College, Germantown, for his work.

Donald J. Slowinski
Essex Community College
Editor
1984

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Introduction

This publication is designed to serve as a guide for effective student service programs in Maryland community colleges. Its purpose is to achieve the following:

1. Serve as a guide for establishing policies at individual colleges of any size.
2. Serve as a vehicle for informing the administration, faculty, and student community of the importance and need for a comprehensive student services program.
3. Serve as a philosophical and administrative model for professional educators in Maryland.

This publication has been written to include the comments, suggestions, and criticisms of the deans of students of Maryland community colleges and with the encouragement and support of the State Board for Community Colleges staff. It is an effort to marshal the forces of the community college in support of human growth and development.

The student service functions have been identified. The goals and objectives of these functions are presented as those which represent the deliberate conclusions of the deans of students of Maryland community colleges.

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Philosophy and Purpose

The purpose of student services is to help create a learning environment which maximizes the development of the whole individual. Student services are provided to facilitate the development of mind, body, and character not aside from curricular instruction but in partnership with it; not as a supplement but as a complement. The student services professional, as an educator, collaborates with the instructional staff for the development of the student as a whole person. In addition, student services programs provide essential information and services to the institution and the community.

Faculty members and administrators must be paragons, not as models to be emulated but as people who can be recognized for their ability and integrity. Some of the vital ingredients in the student services professional are.

1. Accessibility - requires a college-wide climate where talking to faculty members and administrators is easy.
2. Authenticity - requires that each staff member encountered by students has a firm and well-integrated set of values and behaviors with respect to professional attitude and that the staff members have a genuineness in their approach to student needs.
3. Knowledgeable - requires that each staff professional be competent in his/her field.
4. Communication skills - requires ability to talk with and listen to students; to understand what the student is communicating.
5. Technical skills - requires a competency in the application of electronic technology.

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Mission Statement

The following is the mission statement adopted by the deans of students of the colleges:

The purposes of student services programs in Maryland are to satisfy student needs for access, for student development, and for transition to continued education or work; to satisfy institutional needs for enrollment (recruitment and retention), for records management, for governance, and for staff development; and to satisfy community needs for information, for facilities, for human resources, and for recreational and cultural enrichment.

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Goals and Objectives

The following goals and objectives flow from the mission statement approved by the deans of students. The goals may change over time and are intended to be adaptable. The mission statement goals and objectives are standards which may be altered as needs demand.

Goal No. 1 - To provide admission, registration, advising and counseling services, and other support services to meet the student needs for access to the institution.

Objectives -

- To develop and implement an assessment process through which student applicants can be placed in courses appropriate to their abilities.
- To monitor the admission process to assure that it meets institutional and state policy guidelines for admission of students.
- To use appropriate technology and staff to streamline the admission and registration process to ensure ease of access to learning opportunities.
- To develop and implement an appropriate financial aid service to assure that students in financial need will be able to attend the institution.
- To provide assessment and counseling services to encourage appropriate selection of an educational experience.
- To provide appropriate courses after an educational objective has been identified.
- To collect, analyze, and distribute data concerning student access to institutions and to the community.
- To recognize and provide evaluation for prior learning experiences.

Goal No. 2 - To provide counseling, informational, and support services to meet the student developmental needs.

Objectives -

- To provide counseling services which assist each interested student to make informed and realistic decisions in the areas of educational and career choices.
- To provide educational opportunities designed to improve student learning skills.
- To provide services which reflect the understanding that student development includes social, intellectual, psychological, ethical, and physical development.
- To provide services and programs at the times and places where students need them.

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— To assure that the counseling staff will provide credit courses, seminars, group discussions, and/or one-on-one opportunities to assist students in making realistic career and educational decisions and to provide placement services to facilitate these career and educational decisions.
— To act as a catalyst to encourage appropriate developmental education services, including reading, listening, study skills, and memory courses to meet student learning problems determined during assessment.
— To provide co-curricular opportunities and activities to promote the development of social skills, citizenship, and physical well-being.

Goal No. 3 - To provide a counseling and information service designed to assist students in transferring to the next educational, employment, or life experience.

Objectives -

— To assure the collection of adequate information and professional staff to assist in the processing of such information.
— To assist students in the decision of the next educational, job, or life experience after the community college.

Goal No. 4 - To provide institutional leadership in the development and implementation of marketing strategy, including recruitment and retention activities.

Objectives -

— To develop marketing strategies to include specific market segments, methods for recruiting, follow-up procedures to evaluate results, and to develop the plan to utilize human technological resources at the college to implement the plan.
— To be responsible for the development and supervision of a plan for retention which involves the activities of all the human and technological resources of the college in efforts to encourage students to persist.

Goal No. 5 - To provide a system for accurately recording and retrieving student records.

Objectives -

— To insure that each student's academic record is compiled accurately and permanently at the institution and is easily retrieved at the request of the student or other authorized person.

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— To ensure that each student receiving financial aid has an accurate record of application and award and that this record is maintained as long as the law requires. Further, that it be assured that this record can be retrieved easily at the request of the student or other authorized person.
— To ensure that the application for admission to the college be recorded and maintained according to the policy of the institution and the State of Maryland.

Goal No. 6 - To participate in the governing system of the college, particularly in the areas of long-range planning, fiscal management, policy regulation, curriculum development, academic standards, due process in student discipline, and student life.

Objectives -

— To ensure student participation in policy recommending college-wide governance committees.
— To provide the mechanism for student services professional participation in college-wide governance.

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Functions of Student Services

The comprehensive mission undertaken by the student services component in Maryland's community colleges suggests that a broad spectrum of programs be maintained. It is apparent from the diversity of the community colleges with respect to size, geographical location, students served, and philosophical bases that individual colleges differ somewhat in their organizational structures and specific services provided.

This section includes the composite thinking of the Maryland community college deans of students who agree that the functions listed should serve as a foundation for the development and continuation of a comprehensive student services delivery system. It is recognized that some functions are so fundamental (i.e. admissions, financial aid, student records, etc.) that they exist in each college, while others (i.e. alumni activities, health services, etc.) may be individual institutional responses to unique needs or concerns.

- Admissions
- Alumni Activities
- Athletics
- Career Planning and Placement
- Child Care Services
- College Bookstore
- College Food Services
- Counseling and Advising
- Developmental Education
- Financial Aid
- Health Services
- Orientation
- Records and Registration
- Safety and Security Services
- Services for Special Student Populations
- Student Activities

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Admissions

Admissions provides for student access to a community college education and assists with the student's individual transition to a learning environment.

The major functions of admissions are:

1. To assist in the development of an institutional communication strategy.
2. To inform students and the community about the programs and offerings of the college by providing appropriate and accurate information.
3. To provide an efficient and equitable open-door admissions system for students.
4. To maintain liaison with high schools and other agencies to facilitate enrollment of students into college.

Standards of Competency

Professionals in admissions should have formal education preparation including a master's degree. Academic preparation should be in marketing, the behavioral sciences and/or student personnel work. When service needs exceed financial resources available, limited use of paraprofessional staff may be utilized for information dissemination activities. These staff members should possess a bachelor's degree in an appropriate field and their work should be supervised by a professional staff member.

Alumni Activities

Alumni activities provide opportunities for continued student development and transitional learning after formal study at the college. The alumni office, in addition to encouraging a continuing commitment to the college from its graduates and providing the college with a support group in the community, strives to provide graduates with necessary and desired support services.

In order to achieve this goal, the following major functions are conducted by the alumni office:

1. To provide appropriate, timely, and creative information for alumni.
2. To invite alumni to special interest events on campus.
3. To coordinate with the public information office in maintaining alumni address files.
4. To coordinate with the college career placement office in notifying alumni of those services.
5. To recognize outstanding alumni.

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6. To involve alumni on curriculum advisory committees, foundation boards, and other appropriate college/community linkages.

Standards of Competency

Professional staff members in alumni activities should possess the credentials comparable to those of any student personnel professional including the attainment of a master's degree.

Alumni services personnel should possess organizational and management skills and be effective communicators with well-developed writing, speaking, and interpersonal skills. Fundraising and other institutional development skills are desirable.

Athletics

Athletic activities are an important component of the total college educational process to the extent that they provide opportunities for continued student growth through the acquisition of knowledge, physical development, social skills, moral conduct, and emotional patterns in the forum of physical activity and competition. Through a program of intercollegiate, club, intramural, and recreational activities, the goal of the athletics program can be achieved.

The main functions of the athletics program are as follows:

1. To recognize physical conditioning and its impact on cognitive, affective, and motor processes.
2. To develop an interest in and appreciation for physical activity for lifelong pursuits of physical development.
3. To develop a positive self-image and self-concept through teamwork and dedication to a common goal of individual achievement.
4. To serve as a means of aiding the student to define, organize, and clarify a personal system of values which are in harmony with an accepted code of ethics.
5. To integrate physical development and scholastic achievement.
6. To identify individual physical parameters in physical development with acceptance and recognition of various levels of ability.
7. To foster the development of skills that will deal effectively with competitive situations both on and off the athletic field.

Standards of Competency

Professionals involved in coaching athletic teams should have a demonstrated commitment to the developmental components of athletics as stated above; an understanding of the rules, techniques,

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and strategies of their particular sport; an ability to motivate students to do their best with an emphasis upon self-development and learning; an understanding of conditioning, physiological development, nutrition, and injury prevention; as well as an ability to function within the uniqueness of a community college environment. Although academic credentials are not essential for the professional staff member, recognized accomplishments in the field are highly desirable.

Career Planning and Placement

Career planning and placement functions are consistent with the general mission of the community college in preparing students for transition to continued education or work and providing career assessment and advising services to the community. Career planning and placement focuses upon the exit goal for community colleges. The specific functions which contribute to the attainment of this goal are as follows:

1. To assist students in assessing personal values, interests, and abilities.
2. To provide career awareness and exploration activities.
3. To assist students in determining career objectives.
4. To provide current and comprehensive information services which provide occupational data for effective career decision-making.
5. To promote career development as a lifelong process.
6. To provide job search services and skills to assist students in seeking, acquiring, and maintaining employment.
7. To articulate career planning/placement services to the community and make known community needs to the college.
8. To establish and maintain frequent personal contact with employment personnel in the community.

Standards of Competency

The professional staff member responsible for delivering career planning and placement services should have professional counseling credentials including a master's degree.

Recognizing that a major purpose of education is to prepare every individual for a career suitable to that individual's preference, personnel working within the context of career planning and placement shall exhibit skills in career assessment techniques, counseling, working with special populations (e.g. women, minorities, disabled, disadvantaged), and have an intimate knowledge of current career information resources.

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Child Care Services

The primary purpose of child care services is to provide a high quality of child care to children whose parents are college students. In addition, the centers on the community college campus serve as a laboratory experience for students enrolled in early childhood education programs at the colleges.

As a valuable service to current students and as an attractive feature to potential student populations, these centers encompass the following functions:

1. To provide child care to assist students during their college attendance.
2. To provide a child-centered program designed to help develop a child's physical, social, emotional, and intellectual abilities.
3. To support the academic programs of the college by providing a laboratory observation setting for students pursuing courses of study related to child behavior.
4. To provide programs, staff, facilities, and activities in compliance with the State of Maryland licensure regulations for child care centers.

Standards of Competency

All staff members must conform to the minimum requirements established in the Code of Maryland Regulations 10.05.01 for group day care centers.

College Bookstore

The bookstore exists to serve members of the college and surrounding community, creating an academic center which includes the development and maintenance of a basic textbook inventory while also providing support for other written resource materials and academic supplies.

The major functions of the college bookstore operation are:

1. To provide books, supplies, and convenience items for students and other members of the college community.
2. To provide textbooks and related support services to the faculty.
3. To make books and supplies available at a variety of locations and times according to student needs.

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Standards of Competency

Bookstore personnel should have some experience with retail or business settings. Academic preparation comparable to a bachelor's degree is desirable. Personal characteristics should include leadership and organizational skills, good communication skills, and financial management skills.

College Food Service

The goal of the college food service is to provide to the campus community a variety of nutritious, well-prepared, attractively-presented foods in an efficient manner at a reasonable cost. This service should be delivered in a manner which facilitates the learning experience for students and enhances the quality of life on campus.

The functions of the college food service are as follows:

1. To operate food service on a self-supporting basis.
2. To provide an appropriate physical environment for the type of food service offered.
3. To serve as the campus caterer and the purveyor for student functions.
4. To evaluate the quality of food and service by establishing dialogue with students, faculty, and staff.

Standards of Competency

Professionals administering the food service operation should have college training, preferably a bachelor's degree in hotel or institutional food service and business management with a minimum of three years experience as a supervisor of college food service or equivalent experience in commercial food management and catering.

Food service managers should be thoroughly familiar with all phases of food purchasing, preparation, merchandising, and service. Skills and knowledge of nutrition, sanitation, and menu planning are essential. Management skills, including the selection, training, and evaluation of staff, are vital.

Counseling and Advising

Counseling and advising facilitates student self-understanding and growth through a wide spectrum of services to enhance student development including personal, educational, and vocational counseling. Specific objectives include the following:

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1. To facilitate self-awareness and individual growth through counseling in both group and individual settings.
2. To provide information and direction through advisement for vocational, educational, personal, and social development opportunities and to acquaint the student with informational resources for future individual research.
3. To facilitate the proper academic placement of students through comprehensive assessment and interpretation resulting in the identification of appropriate educational, vocational, or personal goals.
4. To provide service when appropriate for college faculty and staff.
5. To collaborate with teaching faculty in developing appropriate learning experiences.
6. To provide crisis intervention and referral to external agencies and institutions.
7. To facilitate transfer to other institutions by providing appropriate articulation services for those wishing to pursue additional academic study.

Standards of Competency

The professional counselor must possess a master's degree in counseling or related field. Paraprofessional staff may be used effectively in the advising function. Depending upon the responsibilities, paraprofessional staff should posses a bachelor's degree. Limited use of closely-supervised peer counselors also may be appropriate.

Strong interpersonal, oral, and listening skills are vital attributes for the college counselor and advisor. These skills are paramount to successful counseling and advising.

Developmental Education

Developmental education provides a variety of learning experiences to help assist the underprepared student perform successfully in college-level courses. Essential to this mission are the assessment, placement, and instruction components.

Developmental education includes the following functions:

1. To establish procedures for referral of students to developmental programs.
2. To encourage students in developmental programs to participate in a wide variety of college experiences and courses.
3. To provide counseling to enable students within the developmental program the opportunity for assessing, clarifying, and achieving self-determined goals.

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4. To provide enough flexibility in the developmental program to allow students to pace themselves according to their ability and interest.

Statement of Competency

Professionals in developmental education should possess similar credentials to faculty in other disciplines including a master's degree in an appropriate academic subject area and a demonstrated capacity to make a contribution to the community college and its educational programs.

In addition, developmental education professionals should possess the specialized skills to deal with the underprepared student. These skills should provide for interpersonal, counseling, referral, and diagnostic assistance as well as academic support.

Financial Aid

Consistent with the commitment to the open door admissions policy, the opportunity to obtain an education should not be denied to any student simply because of inadequate financial resources. A comprehensive financial aid program is essential to the continuing commitment of open access.

The functions of the financial aid office are:

1. To assist students with an understanding of typical student expenses, financial aid opportunities, and money management.
2. To administer the financial aid program of the college by developing and reviewing applications and forms; establishing systems to initiate, maintain, and store records; evaluating financial status of applicants and determining eligibility; and equitably allocating and dispursing funds.
3. To assist potential students, parents, secondary school personnel, college personnel, and community groups in understanding the financial aid resources available to students.
4. To develop a research and evaluation component which will gather data, analyze impact, and prepare necessary reports relative to financial aid activities of the college.

Standards of Competency

Academic preparation for the financial aid professional should be similar to that of professional colleagues in student services. A minimum of a master's degree in student personnel services, accounting, management, administration, or finance is required.

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Management and communications skills are essential for the financial aid professional. Organizational skills are important and the ability to manage financial and regulatory concerns is essential.

Health Services

In keeping with the philosophy of developing the whole individual, the primary objective of health services is to promote good health habits as well as to provide diagnostic and referral services.

The following health services functions are appropriate for a community college health services program:

1. To respond to illnesses or accidents involving students, faculty, and staff on campus.
2. To coordinate personal health service needs of students having special health problems.
3. To provide referral services to physicians, health clinics, and community health agencies as well as to other college services including counseling.
4. To provide educational opportunities to increase student awareness of sound self-care relating to all aspects of physical and mental well-being.
5. To promote attitudes and ideas that encourage the student to be a knowledgeable consumer of health care products and services.
6. To facilitate accessibility to educational programs and services provided by the colleges for those with temporary or permanent disabilities through special accommodations for parking and other physical barriers.
7. To facilitate linkages with faculty and staff in identifying and accommodating special health problems including drug and alcohol abuse especially as they impact pursuit of educational goals.

Standards of Competency

In order to safeguard life and health, actual provision of health services shall be limited to licensed personnel in health care professions. The staff providing health service care should comply with standard measures of competency as suggested by Article 43, Section 299, of the Maryland Nurse Practice Act, Annotated Code of Maryland.

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Orientation

Orientation establishes an atmosphere and process whereby new students are introduced to the nature, purpose, services, and activities of the college.

The functions of a sound orientation program are:

1. To assist the student in becoming aware of the overall mission of the college and how it fits into postsecondary education.
2. To establish an effective communication link with students that provides information and encouragement for participation in a variety of activities which take into account different student needs and wants.
3. To assist the student in being able to develop an identity with the college through relationships with faculty, staff, and peers.
4. To provide the student with information, either written or oral, concerning the framework of the college, costs to be incurred, time commitments necessary, and institutional expectations.
5. To provide an opportunity for pre-assessment measurements that assist with proper selection of programs and courses.
6. To promote an awareness of non-classroom opportunities and services available to enhance and extend the learning environment.
7. To emphasize and develop an awareness of the importance of college survival skills.

Standards of Competency

Professional personnel engaged in orientation should possess a master's degree. Paraprofessional staff may also be used where necessary.

Organizational, interpersonal, and communications skills are essential for the staff member in orientation. Knowledge of group processing is desirable.

Records and Registration

The purpose of the records and registration function is to satisfy student and institutional needs for accurate and accessible student data and to enable students to enroll in classes with a minimum effort.

The functions of records and registration are:

1. To operate and maintain an easily understood schedule of classes and registration system which enables students to enroll easily in classes of their choice.
2. To provide flexibility in the registration system so that students may enroll in classes in a variety of ways and places and with a minimum of time and effort.

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3. To provide students with the opportunity to adjust their class schedules in the most timely and efficient manner possible.
4. To provide continuous updating of student records and maintain such records in a secure manner.
5. To provide a prompt, efficient, and confidential record retrieval service for college staff and student needs.
6. To provide enrollment certification and records information where appropriate.
7. To verify that students have met the requirements for graduation.
8. To implement college policies regarding academic standards of progress.
9. To compile and report accurate enrollment data.
10. To interpret and apply academic rules and regulations.

Standards of Competency

Professional personnel in records and registration should possess a combination of skills related to institutional planning, systems managment, institutional problem solving, data collections and communications, and interpersonal skills. A master's degree is the minimum credential for professional staff members who should conform to those qualifications specified by the American Association of Collegiate Registrars and Admissions Officers. Essential competencies include planning, management, data analysis, and communications skills.

Safety and Security Services

The purpose of the safety and security function is to provide a safe, secure, and peaceful environment for people and property on the college campus to help ensure the continued operation of the college to fulfill the teaching and learning responsibililties. Within this purpose are the following specific functions:

1. To protect people and property and to safeguard individual rights at appropriate times and locations.
2. To enforce state, local, and college regulations within the parameters of federal, state, and local laws and ordinances.
3. To build and maintain a high level of cooperation between the college community and external law enforcement and other governmental agencies.
4. To provide regulatory, support, and miscellaneous services to improve and enhance the attainment of general college goals.
5. To disseminate practical and useful information relating to matters of safety and welfare.

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Standards of Competency

Appropriate professional training in a law enforcement academy or associate degree leading to a commission is desirable.

Personnel should possess the personal qualifications, experiences, and competencies necessary for the continuation of safety and security functions. Included among these are physical, mental, and emotional maturity; current knowledge of law enforcement procedures; knowledge of investigative procedures; excellent interpersonal and writing skills and the ability to exercise good judgement.

Services for Special Student Populations

To maximize the development of the whole individual, it is acknowledged that certain special groups have an inherent need for unique support services. Among these groups are handicapped students, international students, and minority students. The goal of services for special student populations is to identify those students having special needs and to develop programs and services to address those needs.

Specific functions are:

1. To provide or interpret available information that will enable the student to make an informed educational/career choice.
2. To identify special needs of the student.
3. To investigate, with the student, academic/curriculum choices that will enable the student to attain an educational/occupational goal.
4. To serve in a liaison capacity in assisting the student to acquire necessary support services within the college or from external agencies.
5. To aid the student in understanding the institution's policies and procedures, especially the institution's academic expectations.
6. To assist the student in achieving a greater self-understanding regarding interests, abilities, and potential.
7. To assist students in overcoming emotional, social, or physical barriers that impede educational progress.
8. To create and maintain specialized student records as necessary or required by governments, agencies, or other institutions.

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Standards of Competency

Professionals providing support services to special students should possess a master's degree in counseling or related field. Organizational and interpersonal skills are essential for these staff professionals as is a sensitivity to differing human needs and conditions.

Student Activities

As a vital component to the total educational experience of students, and as a complement to the academic program, student activities encompasses a broad-based program that provides cultural, social, recreational, and intellectual opportunities for all students. By enhancing the total development of the students through opportunities for personal growth and social development, these activities and programs emphasize the interdependence of a student's academic and social life.

Specific functions of the student activities program are:

1. To provide opportunities for development of student leadership skills by cooperative planning, implementation, and evaluation of programs and activities; such as, student government, student newspaper, lecture and film series, special interest organizations, recreational and intramural pursuits, intercollegiate athletics, and special events.
2. To serve as a link between students and the cultural resources of the community.
3. To facilitate student use of college facilities, vehicles, and other resources, including the expertise of the faculty and staff.
4. To provide leadership in developing, articulating, and reviewing written student activity policy and procedures.
5. To serve as a liaison between student groups and college staff members and community inviduals and groups.
6. To provide for student participation in the college governance structure.

Standards of Competency

The student activities professional should be trained in a field related to student development and have a master's degree in an appropriate area.

Interpersonal skills and personal qualities are essential for the student activities professional. Experience with student programs is helpful in enhancing the professional's competency in working with students.

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Standards of Professional Practice

Preamble

The National Association of Student Personnel Administrators (NASPA) is an organization of professional educators whose members represent colleges, universities and educational agencies by providing services that promote student personnel work as a profession which requires personal integrity, belief in the dignity and worth of individuals, respect for individual differences, a commitment to service, and dedication to the development of individuals through education and personal growth. NASPA also seeks to support student personnel work through its efforts to expand professional knowledge and to provide opportunities for members to develop skills and expertise through professional education and experience. The following standards are endorsed by NASPA.

1. Professional Service

   A member should provide professional service in a manner which fulfills the mission of the employing institution, and which supports the educational interests, rights and welfare of students.

2. Agreement with Institutional Goals, Mission

   Members who accept employment with an educational institution imply agreement with the general mission and goals of the institution.

3. Management of Institutional Resources

   Members seek to advance the welfare of the employing institution through accountability for the proper use of institutional funds, personnel, equipment, and other resources. Members inform appropriate officials of conditions which may be potentially disruptive or damaging to the institution's mission, personnel and property.

4. Employment Contracts

   Members honor employment contracts. Members do not commence new duties or obligation at another institution under a new contractual agreement until termination of an existing contract, unless mutually agreed to by the member and the member's current and new supervisior.

5. Conflict of Interest

   A. Members recognize that their primary obligation is to the employing institution and seek to avoid private interests, obligations and transactions which are, or even appear to be, in conflict of interest.

   B. Members clearly distinguish between statements and actions which represent their own personal views and those which represent their employing institution when important to do so.

   C. A member should reasonably restrict his/her private interest, obligations, and transactions to minimize the likelihood of conflict of interest or any appearance of impropriety.

6. Legal Authority

   Members attempt to obey all lawful authority. Members refrain from conduct involving dishonesty, fraud, deceit, and misrepresentation or unlawful discrimination. NASPA recognizes that many legal questions are unclear, and members should seek the advice of counsel as appropriate. Members demonstrate concern for the legal and social codes and moral expectations of the communities in which they live and work even when the dictates of one's conscience may require behavior as a private citizen which is not in keeping with those codes/expectations.

7. Equal Consideration/Non-Discrimination

   A. Members execute their professional responsibilities with fairness and impartiality and show equal consideration to individuals regardless of status or position.

   B. Members encourage diversity and promote the educational and cultural advantages of pluralism.

8. Student Behavior

   Members demonstrate and promote responsible behavior for students and support actions that enhance personal development of students. Members seek to enhance student's responsibility for his/her own behavior. In situations of threat to self, public health or safety, or of violations of law or institutional rules, regulations, or policies, constraints may be placed upon student behavior.

9. Accuracy and Integrity of Information

   Members ensure that all information conveyed to students, employers, employees, supervisors, colleagues, and the public is factual and in appropriate context.

10. Confidentiality of Records

    Members respect the confidential nature of educational and professional records. Except where law requires, they shall disclose such information only with proper authorization.

11. Research Involving Human Subjects

    Members are aware of and take responsibility for all pertinent ethical principles and institutional requirements when planning any research activity dealing with human subjects. (See Ethical Principles in the Conduct of Research with Human Participants, Washington, D.C., American Psychological Association, 1973.)

12. Limitations on Professional Competence

    Members define the nature and extent of their professional competencies when assisting students or others.

13. Hiring, Selection, Practices

    Members support fair employment practices by broadly publicizing staff vacancies, selection criteria, and deadlines in accordance with established legal guidelines.

14. References, Judgements of Peers

    Members provide accurate and complete information about candidates when serving as a reference including both relevant strengths and limitations of a professional and personal nature.

15. Job Definitions and Performance Evaluation

    Members clearly define job requirements for employees and regularly evaluate their performance.

16. Work Climate; Cooperation

    Members promote a work climate of mutual respect, trust, and collegiality.

    Members work cooperatively with faculty and staff with others outside the institution to promote institutional goals and programs.

17. Professional Development

    Members have an obligation to continue personal professional growth by acquiring new knowledge, improving skills, sharing ideals and information and participating in the meetings and affairs of the Association. Members encourage and facilitate the professional growth of staff whom they supervise and the development and improvement of the profession. Members emphasize ethical standards in professional preparation and development programs.

Adoption

This statement was passed by the Board of Directors at the February 1983 meeting. The primary responsibility for the three year evolution of the statement was managed by Dr. Jon Dalton of Iowa State University. It is presented here in its entirety.

BEST COPY

Maryland's Community Colleges

1 **Allegany Community College**
Willow Brook Road
Cumberland, Maryland 21502
Phone: 724-7700

2 **Anne Arundel Community College**
101 College Parkway
Arnold, Maryland 21012
Phone: 647-7100

3 **Community College of Baltimore**

a **Liberty Campus**
2901 Liberty Heights Avenue
Baltimore, Maryland 21215
Phone: 396-0470

b **Harbor Campus**
Lombard Street at Market Place
Baltimore, Maryland 21202
Phone: 396-0470

4 **Catonsville Community College**
800 South Rolling Road
Baltimore, Maryland 21228
Phone: 455-6050

5 **Cecil Community College**
North East, Maryland 21901
Phone: 287-6060

6 **Charles County Community College**
Mitchell Road, Box 910
La Plata, Maryland 20646
Phone: 934-2251
Washington Line: 870-3008

7 **Chesapeake College**
Wye Mills, Maryland 21679
Phone: 758-1537 or 822-5400

8 **Dundalk Community College**
7200 Sollers Point Road
Baltimore, Maryland 21222
Phone: 282-6700

9 **Essex Community College**
7201 Rossville Boulevard
Baltimore, Maryland 21237
Phone: 882-4000

10 **Frederick Community College**
7932 Opossumtown Pike
Frederick, Maryland 21701
Phone: 694-5240

11 **Garrett Community College**
Mosser Road, Box 151
McHenry, Maryland 21541
Phone: 387-6666

12 **Hagerstown Junior College**
751 Robinwood Drive
Hagerstown, Maryland 21740
Phone: 790-2800

13 **Harford Community College**
401 Thomas Run Road
Bel Air, Maryland 21014
Phone: 836-4000
Baltimore Line: 879-8920

14 **Howard Community College**
Little Patuxent Parkway
Columbia, Maryland 21044
Phone: 992-4800

15 **Montgomery College**

a **Rockville Campus** (and Central Administration)
51 Mannakee Street
Rockville, Maryland 20850
Phone: 279-5000

b **Takoma Park Campus**
Takoma Avenue and Fenton Street
Takoma Park, Maryland 20012
Phone: 587-4090

c **Germantown Campus**
20200 Observation Drive
Germantown, Maryland 20767
Phone: 972-2000

16 **Prince George's Community College**
301 Largo Road
Largo, Maryland 20870
Phone: 336-6000

17 **Wor-Wic Tech Community College**
1202 Old Ocean City Road
Salisbury, Maryland 21801
Phone: 749-8181

* **Community College Branch Campuses**
Community college branches are available in three counties that do not currently maintain their own community colleges. These branch campuses are administered by a Maryland community college under contract with the respective county commissioners.

- Calvert County Branch Campus
  Prince Frederick, MD 20678 • Phone: 535-5455
  Washington Line: 855-1211
  (Administered by Charles County Community College)
- Carroll County Branch Campus
  Westminster, MD 21157 • Phone: 876-3880
  (Administered by Catonsville Community College)
- St. Mary's County Branch
  Great Mills, MD 20634 • Phone: 863-6681
  (Administered by Charles County Community College)

NOTE: Community colleges so designated are on a Centrex direct dial phone system and the general number listed is the college information number. To reach specific persons on these campuses, obtain the individual phone number from college information. The remaining community colleges are on a switchboard system and all individuals can be reached through the central number given. Certain community colleges outside the metropolitan calling areas have incoming tie-lines from Baltimore or Washington. These phone numbers are also listed where applicable. All Maryland exchanges are in area code 301.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES
The Jeffrey Building, 16 Francis Street, Annapolis, Maryland 21401
269-2881

ERIC Clearinghouse for Junior Colleges
APR 26 1985